## 

**Paignton Community & Sports Academy**

### **SITES AND BUILDINGS POLICIES**

**ACCESSIBILITY POLICY**

Agreed by the Governors’ Sites and Building Committee:June 2014

Next Review due: June 2015

**STATEMENT OF INTENT**

This is a statement of the organisation, responsibilities and arrangements for accessibility at Paignton Community & Sports Academy.

This policy deals with those aspects over which the Governing Body has local control.

It describes how these responsibilities are discharged in respect of governors, employees, contractors, visitors and all other users of the premises.

The aim of the statement is to ensure that all reasonable practical steps are taken to ensure that the premises, curriculum and use of Academy facilities are accessible to all.

The Governing Body is committed to:

* providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
* challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
* providing suitable access for all individuals and will achieve this through the implementation of the accessibility action plan with a view to continuous monitoring and improvement.
* respond to any change in working practices, equipment or legislation with regard to accessibility.

This Policy and Plan should be read in conjunction with the Academy's other policies on Social Inclusion and Learning Difficulties & Disabilities.

**LEGAL REQUIREMENTS**

**The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled students, under Part 4 of the DDA:**

* not to treat disabled students less favourably for a reason related to their disability
* to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
* to plan to increase access to education for disabled students.

This Accessibility Plan sets out the proposals of the Governing Body of Paignton Community & Sports Academy to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

* increasing the extent to which disabled students can participate in the Academy curriculum
* improving the environment of the Academy to increase the extent to which disabled students can take advantage of education and associated services
* improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

In addition, the Disability Equality Duty (2006) requires all schools to:

* eliminate discrimination that is unlawful under the DDA
* eliminate harassment of those with a disability
* promote positive attitudes towards disabled persons
* encourage participation by disabled individuals
* take steps to take account of disabilities even if this involves treating disabled persons more favourably.

**It is a requirement that the Academy’s accessibility plan is implemented, monitored and reviewed as necessary.**

**ROLES & RESPONSIBILTIES**

**The Governing Body (“Governors”)**

The Governors will:

* Approve a written Accessibility Policy which will be reviewed annually, or when there is a significant change in circumstances.
* Ensure that measures are in place to monitor the effectiveness of the policy.
* Ensure that where required, objective support and advice is obtained on accessibility issues, from the Education Directorate, Torbay legal services, Head of Learning Support and other professional bodies’ officers and advisers.
* Ensure that resources are available to undertake alterations to working areas to comply with current legislation.
* Ensure that action is taken to improve accessibility as a result of recommendations from audits, checks, surveys and risk assessments.
* Ensure that action is taken to maintain access to the National Curriculum for all pupils and that appropriate alternatives are made available for identified pupils

**Principal**

The Principal will:

* Have responsibility for implementing the Accessibility Policy
* Take all reasonable steps to maintain and improve accessibility in conjunction with the Premises Manager, Head of Learning Support, Heads of Centre, Heads of Faculty, Senior Management team, teachers and others as appropriate.
* Ensure that all Academy users have access to an up to date Accessibility Policy
* Liaise with the member of staff responsible for timetabling.

**Premises Manager (Health & Safety Co-ordinator)**

The Premises Manager will:

* Be the focal point for reference on all issues in relation to accessibility and give advice, or indicate sources of advice.
* Liaise with the Head of Learning Support with regard to accessibility for pupils
* Deal with any issues raised by occupational health with regard to accessibility involving members of staff.
* Co-ordinate the implementation of the Governor’s Accessibility Policy within the Academy.
* Make clear any duties in respect of accessibility which are delegated to members of staff.
* Ensure that there is an effective communication network both within the Academy and with outside organisations, to enable effective dissemination of accessibility information and to take appropriate action where it may be deemed necessary.
* Produce and review the Academy Accessibility Policy and all associated documentation in consultation with Torbay legal services, the Principal and Academy users.
* Ensure that regular contact with agencies able to offer expert advice, such as officers of the LEA, Torbay Council, Head of Learning Support and emergency services is maintained.
* Ensure that there is adequate access for out of hours use of Academy premises and facilities.
* Arrange for annual risk assessments of the premises and working practices to be undertaken, recorded, added to, and reviewed as necessary with consideration given to accessibility.
* Ensure that the appropriate emergency procedures and up to date evacuation information is in place throughout the Academy with practical consideration given to all accessibility issues.

**Head of Learning Support**

The Head of Learning Support will:

* Liaise with the Premises Manager with regard to physical accessibility for pupils
* Be responsible for the day to day provision for pupils with learning difficulties and disabilities (LDD). See Academy LDD Policy
* Liaise with the members of staff responsible for timetabling.

**Heads of Centre**

The Heads of Centre will:

* Ensure that accessibility issues are discussed and addressed whenever necessary at staff meetings and assemblies.

* Appoint fire marshals and ensure that all staff are made aware of their duties in the event of an emergency especially with regard to individuals with accessibility issues.
* Liaise with the Principal, Head of Learning Support and the Premises Manager with regard to any issue that may affect accessibility for Academy users.

**Form Teachers**

Form teachers will:

* Undertake a visual inspection of their working area prior to commencement of any lesson or activity paying particular regard to any concern which may be perceived to be an accessibility issue. This may include seating plans and proximity to access and egress.
* Allow for additional time in lesson plans for individuals with mobility, visual or hearing impairment.

**Visitors & Other Academy Users**

Visitors and other users of the centre are expected to:

* Ensure that any activity being undertaken does not restrict the free movement and access of individuals around the Academy site unless this has first been agreed with the Premises Manager.
* Inform the Facilities Administrator of any special requirements that may be needed to accommodate individuals within their group or organisation.
* Take all practicable measures to ensure that any activities that they intend to undertake or promote within the Academy are available to all individuals irrespective of their abilities.

**Contractors**

Any member of staff who employs a contractor on behalf of the Academy must ensure that the contractors:

* Are aware that there may be pupils with learning difficulties and disabilities within the Academy.
* Ensure that the work being undertaken does not restrict the free movement and access of individuals around the Academy site unless this has first been agreed with the Premises Manager.
* Undertake all work in compliance with current DDA legislation.

**PAIGNTON COMMUNITY & SPORTS ACADEMY ACCESSIBILITY PLAN**

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| **TARGET/LEGAL REQUIREMENT** | **CURRENT STATUS** | **ACTION REQUIRED/COST** |
| **CAR PARKS** Car parks need to be designed with disabled users in mind. Accessible parking bays need a protected transfer zone of at least 1200mm on one side so that a driver or passenger can transfer between the car and a wheelchair, both on arrival and departure.  **PEDESTRIAN ACCESS**  All routes from road areas to pedestrian entrances in to Academy sites should have drop kerbs (max 12mm – min 6mm). Drop kerbs should provide a slight step so that it is not too high for a wheelchair user but high enough for a visually impaired person to detect | The main car parks both have allocated disabled parking bays.  BRC has a drop kerb  WRC has no drop kerbs at all due to the fact that there are no paved areas adjacent to the car park.  BRC has level access at all four gates  WRC has level access at the Totnes Road entrance, steps and ramps from the Waterleat Road entrance. |  |
| **EXTERNAL ACCESS**  All areas throughout the Academy sites should have ramp access. All ramps should have a level landing space at the top (1.5m) and the gradients should be 1 in 20. If this gradient cannot be achieved then an increase in level landing space must be incorporated in to the ramp. | At WRC there is a main access ramp for all levels.  Some buildings are isolated from the main part of the WRC site and therefore there may be some exposure to inclement weather when moving around the site.  At BRC the site is reasonably level with ramped access to most areas including the playing field.  Most of the buildings on the BRC site are adjacent to each other therefore inclement weather is not considered to be a major problem when moving around the site. |  |
| **SIGNS**All Signage should inform clearly and logically. They should be large enough, contrast with their surroundings and be well lit. Lettering used should also be large enough and should be legible and contrast with its background. The words should be as short and simple as possible. | BRC had new signs installed in 2005  WRC had new signs installed in 2010  These signs provide clear direction around Academy sites |  |
| **ENTRANCE DOORS**There should be a 1500mm long level space, outside the swing zone of any doors, in front of entrances. This is so that a wheelchair can be static while the user uses one or both hands to open the door. Entrance doors should be easy to open. Automatic opening doors are preferred in many situations. If not automatic, door closers should be adjusted to make their opening as easy as possible in the particular location. In new buildings, the orientation of the doors in open and closed positions should be considered so that they are not affected by prevailing wind and weather conditions.  Entrance doors or one leaf of a pair of doors should have a clear open width of at least 800mm. Where appropriate, there should be clear vision of who might be on the other side at a suitable height for wheelchair users and shorter people. Glazed fronts and doors should have reasonably large, contrasting, very visible markings to show where the glass is. It should be made clear which markings are glass panels and which are on opening doors. The leading edges of glass doors need to be obviously marked so that they are not walked into when in the open position. | Automatic opening doors on both main reception areas and the library block at BRC. Due to the variety and large amount of individual structures on both sites it would be impracticable to install automatic doors on all main entrances |  |
| **MAIN ENTRANCE AREAS** Entrances should be spacious enough for people to pause and assimilate their surroundings. Signs and directions should be obvious and clear and there should not be too many of them or of superfluous information. Any reception desk should be obvious. The area should be reasonably lit to reduce the contrast between daylight outside and building lighting or daylight inside. | WRC & BRC reception areas are reasonably new and are adequately lit. |  |
| **RECEPTION COUNTERS AND DESKS** A lower section with knee space under will help wheelchair users approach the counter, be seen and to write or sign on documents. Maximum height for the top surface should be 800mm with 700 to 750mm clear height beneath and 400 to 600mm depth of leg space. The lower section also helps shorter or younger people. Similar provision on the other side will also help employees who are shorter or who are wheelchair users. | WRC & BRC main reception areas are reasonably new and counter heights are accessible to a wheelchair user  Both main receptions have induction loops fitted. |  |
| **CORRIDORS**  Corridors should be wide enough for people and wheelchair users to pass each other. 1200mm is a reasonable width.  Lighting with colour and tonal contrasts should clearly define between wall, floor and door surfaces. Windows or lighting at the end of corridors can create glare, making vision difficult for everyone. | All main corridors meet the appropriate standard.  Academy colours provide clear definition between wall, floor and door surfaces. |  |
| **INTERNAL DOORS** The clear open width of internal doors or the first opening leaf of a pair of doors should not be less than 750mm. Wider openings are preferred. Door closers should be adjusted so that the doors are light enough for everyone to open easily.  Where appropriate, internal doors should have vision panels at a suitable height for wheelchair users and shorter people to see and be seen. | All main corridor areas are accessible to wheelchair users  All classroom areas have doors with an opening no less than 750mm  All corridor doors have vision panels.  All internal doors without vision panels will be upgraded as and when alterations take place |  |
| **ROOMS** The potential use of rooms should be considered, particularly for people with impairments. There should be enough space to move around. Some furniture should not be fixed, so that space can accommodate wheelchair users.  Lighting, colour and tonal contrasts should clearly define between wall, floor and door areas. This helps people with visual impairments quickly evaluate the area they have just entered. | Learning support currently assess the use of rooms for pupils with impairments.  Academy colours provide clear definition between wall, floor and door surfaces. | The Head of Learning Support should risk assess all areas to be used for people with impairments |

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| **SENSORY CONSIDERATIONS** Windows should not be behind principal speakers or presentation material as this will provide glare for everyone. | All interactive white boards, white boards and flip charts are positioned behind a solid wall in every teaching area.  A portable induction loop is available on each site.  Fixed induction loops are located in the BRC sports hall reception and WRC sports hall |  |
| **LIFTS** Lifts should be in accordance with Part M of the Building Regulations. There should be a clear space of at least 1500mm by 1500mm outside the door of a lift.  There should be a mirror on the wall furthest away from the door, at a suitable height so that a wheelchair user can see what is behind them if they have to reverse out. **Lifts should have audible and visible noti****fication of floors reached and doors opening.** **LIFT CONTROLS**  Particular consideration should be given to buttons being clearly visible, whether they have been activated or not. Their purpose should be clear and alarm buttons should be positioned where they cannot be activated easily by mistake. The buttons should be tactile, preferably slightly bowed, so that they project from the panel. This may enable assistance dogs to activate them. Tactile markings, such as Braille or raised numbers, should be to the side of the button so that the lift is not activated while the user is trying to find the appropriate control.  Controls should be between 900mm and 1200mm above the floor. The controls inside the car should be on a side wall, at least 400mm in from the door wall, so that a wheelchair user can reach sideways to operate them. It can help all users to have a second set of controls by the side of the door. | All lifts are currently inspected for insurance purposes and are maintained by an approved contractor.  All lift users are accompanied by either a member of staff or another pupil to assist them in lift access and operation.  All lift users are accompanied by either a member of staff or another pupil to assist them in lift access and operation.  All lift users receive basic instruction on the use of the lifts and how to raise an alarm in an emergency |  |

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| **STAIRS** Stairs should be in accordance with Part M of the Building Regulations.  There needs to be good illumination in stair wells. Stairs should not head towards glazed areas which will cause glare in people's eyes.  Open treads and tapered treads can be difficult and disconcerting for many users. Tactile warnings in floor finishes at the top and bottom of stairs can help people, particularly those with visual impairments.  Nosing’s of steps should be non-slip and the top surface should contrast in colour and tone so that it is clear where the edge of each tread is. This helps all users. | All stairwells are lit in accordance with current lux levels.  Nosing’s of steps are highlighted with a contrasting colour | | | This is an on-going process throughout the Academy |
| **HANDRAILS** There should be handrails to both sides of ramps or steps. Some people, such as those who have had strokes, may have a disability on one side of the body and therefore need a handrail on one side for going up and on the other side for coming down. The handrails are best as a 45 to 50mm diameter circular design which is easier to grip. Preferably of a non-metallic construction.  Regulations and recommendations suggest a range of heights. For ease of use by people of different stature, heights between 850 and 1000mm above step nosing’s or ramp surfaces are good. Balustrades to protect from falling over edges may need to be higher than these, in which case a separate handrail should be provided below the guarding rail.  Handrails should be continuous up the steps or ramp and should project beyond the top and bottom by 300mm. Tactile markings on the handrails before the ends will give forewarning to people with visual impairments (or to anyone who is not concentrating).  Handrails should be clearly visible by colour and tonal contrast. | All internal stairwells are fitted with hand railing. | | |  |
| **TOILETS** Accessible toilets should be in accordance with Part M of the Building Regulations. Alternatively, a peninsular WC pan layout allow transfer from either the left or the right but this should only be with assistance, as the drop down rails should not be used for pulling oneself onto the WC pan. If two accessible toilets of the smaller type are being provided, they should between them offer the alternative of one being left hand and the other one right hand transfer. This will help people with impairment on one side. The arrangements of wall handrails and drop down rails in the regulations and recommendations are designed to enable people with disabilities to transfer across, lower onto and rise up from the toilet seat. If obstructions, such as pipes, are kept to a minimum in the corner by the WC pan, there can be enough space for a companion to give assistance to the disabled person. The centre line of the WC pan should not be more than 500mm from the nearest side wall, so that the horizontal rail can be reached by a wheelchair user when transferring across. **VISIBILITY** In all of the items in this section, there is a tendency for sanitary, bath and shower fittings to be white. These are often set against white tiling which makes them difficult to see for many users. If the prevailing colour of fittings is white, the walls should offer a colour and tonal contrast over all their area or at least as a wide band below the 900mm level, so that the white fittings visibly stand out. This principle should also be applied to handrails, toilet roll holders and the other equipment in these facilities. FLOOR The toilet floor should be as non-slip as possible, including when wet.  The floor should be as level as possible. A wheelchair may tend to run away from the user when they have transferred to a WC pan or drop down seat. **TOILETS cont.****FLOOR SPACE** The sizes quoted for accessible toilets (1.5m by 2m) and peninsular layout accessible toilets (2m by 2.5m) should be regarded as referring to the minimum clear floor space.  This should not be obstructed by items such as large waste pipes and basin pedestals. These could prevent users from getting close enough to use WC pans or basins. Waste and water pipes under basins should also not obstruct users from getting their knees under the basin. **DROP DOWN RAILS AND HORIZONTAL SIDE RAILS** Drop down rails and side wall horizontal rails are for leverage support when lowering onto or raising up from the WC pan.  Side wall rails are also needed for pulling across sideways when transferring from the wheelchair onto the WC pan. Drop down rails are not intended to be used for pulling on when making a sideways transfer onto a toilet. **HOT PIPES** Care should be taken with locating hot pipes and radiators. Some users will not be able to feel them and can be badly burnt or scalded without realising it. Hot pipes should be particularly kept away from the WC pan area where the user may lean against them. **ALARMS** Accessible toilets should have audible and visible alarms outside, activated by a red cord inside. The red cord should hang down to the floor, should have grip tags up its length and should be positioned where it cannot easily be mistaken for the light pull. The method for switching it off should be clearly displayed inside the toilet **OBSTACLES** The floor area should be kept clear of bins and other obstacles. | | All main Academy buildings have disabled toilet facilities.  All toilet and cubicle areas are tiled or panelled in a contrasting colour to the sanitary ware.  All toilet floors have a non-slip surface  All disabled toilets are fitted with drop rails and horizontal side rails  All disabled toilets are fitted with alarm systems. |  | |
| **SHOWERS**Showers should have a drop down seat. There should be a horizontal rail on the wall next to the side of the seat for a wheelchair user to pull across with when transferring. There should be a shower curtain which a wheelchair can be pushed behind but still be within reach of the person on the drop down seat. There should also be vertical rails for people with mobility impairments. A drop down rail on the side of the seat away from the nearest side wall can also help.  There should be a shower head which is height adjustable by the person sitting on the seat. Other users should always finish by leaving the shower head at a low enough height for a wheelchair user to be able to reach it.  There should be clothes hooks at a low enough height for wheelchair users and shorter people. There can be hooks at a higher level as well. | | There are disabled shower facilities on both sites | The Head of Learning Support should risk assess all areas to be used for people with impairments | |
| **CHANGING ROOMS** These should have at least one bench where a disabled person can lay full length on while changing their clothes. Hooks for clothes should be provided at high and low levels. Where lockers are provided, some should be low enough for wheelchair users.  All lockers should make the method of operation and keys or coins needed clear, particularly whether the coins are returned or not.  Entrances into and spaces within changing areas should be wide enough for wheelchair users to manoeuvre into and around. | |  | The Head of Learning Support should risk assess all areas to be used for people with impairments | |

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| **DISPLAYS and SHELVES** There should be sufficient space between display shelves for a wheelchair user to turn and face the shelving. A clear width of 1200 to 1400mm is recommended. 1000mm will only permit sideways approach.  The most accessible shelf heights, from a seated position, are between 600 and 1000mm above floor level. The length of reach into them will affect this and a maximum shelf depth of 220mm is recommended. Higher shelves should have particularly clear labelling on the front edge. | Most displays throughout the Academy are placed at sufficient height for a wheelchair user to observe.  Shelving at the Academy varies in height, width and design | Shelving will be adjusted as and when work takes place in individual areas |
| **TABLES AND SEATS** There should be enough space around tables and seats for wheelchair users to manoeuvre around the area. Some seats should be movable so that wheelchair users can sit up to the table or in the area of seating.  Tables should have a clear knee space of 700 to 750mm beneath them. This should be clear of any horizontal supports to the edge of the table. The table top should be around 800mm above the floor. Not all chairs should have arm rests, though it is useful if some do. | All tables and workbenches have a minimum height of 700mm | The Head of Learning Support should risk assess all areas to be used for people with impairments |